DOCUMENT RESUME

ED 107 877 95 CE 003 986

AUTHOR Crawford, Alan N.
TITLE Aides to Career Education, 1973-74: An Evaluation.
INSTITUTION Los Angeles City Schools, Calif. Research and Evaluation Branch.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 74
NOTE 40p.; For ACE Program Handbook, see CE 003 985

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS *Career Education; *Disadvantaged Youth; Educational Needs; Inservice Programs; Personnel Evaluation; *Program Evaluation; Questionnaires; Secondary Education; Summative Evaluation; *Teacher Aides; Teacher Evaluation; *Vocational Education
IDENTIFIERS *ACE; Aides to Career Education

ABSTRACT

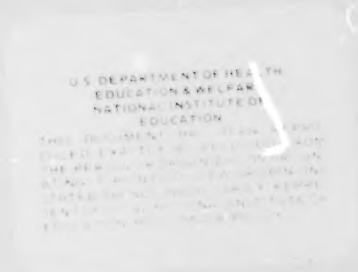
The purpose of the Aides to Career Education (ACE) Program was to provide assistance to disadvantaged students in vocational education courses in Los Angeles by employing instructional aides to assist in improving the educational performance and in enhancing the employment potential of disadvantaged students. The document briefly outlines the implementation of the program inservice education (Workshops), the handbook, and the formation of the advisory committee. The evaluation was conducted in three areas: analysis of quantitative data, administration of questionnaires to certificated, classified, and student personnel, and onsite visitations by project administrators. The findings of the quantitative data analysis and the responses to the questionnaires of 209 aides, 157 teachers, 52 principals, two of the six district vocational education supervisors, and of the 725 students (of 1500) are presented in tabular form and briefly discussed and compared. Responses were generally favorable. The brief conclusions discuss the need for further clarification and expansion of the aide's role to increase individual attention. Recommendations focused on this problem, inservice education, communication, and increasing the number of aides. The appendixes provide: aide, teacher, administrator and staff, student, and supervisor questionnaires, ACE program data sheets, and aide profile. (Author/JB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

APR 0 1 1975

ED107877

A VOCATIONAL EDUCATION
AMENDMENTS PROJECT



Aides to Career Education, 1973-74: An Evaluation

CONDUCTED BY
ALAN N. CRAWFORD, ED.D.
IN COOPERATION WITH THE
RESEARCH & EVALUATION BRANCH
LOS ANGELES UNIFIED SCHOOL DISTRICT

CE003986

ED107877

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

AIDES TO CAREER EDUCATION, 1973-74: AN EVALUATION

Alan N. Crawford, Ed. D.
Associate Professor of Education,
California State University, Los Angeles
in cooperation with the
Research and Evaluation Branch,
Los Angeles Unified School District

A VOCATIONAL EDUCATION AMENDMENTS (P.L. 90-576)
Part A, Section 102(b) Project

TABLE OF CONTENTS

		Page
I.	Introduction	1
II.	Program Implementation	2
III.	Evaluation Procedure	5
IV.	Findings	7
V.	Conclusions	24
VI.	Recommendations	25
VII.	Appendix	26

INTRODUCTION

The intent that high priority be given to those who are disadvantaged was expressed by Congress in enacting the Vocational Education Amendments (VEA) of 1968. The Amendments specify that each state's allotment of Vocational Education Part A funds and at least 15 percent of Part B funds be used for disadvantaged persons. The term "disadvantaged", as stated in the California State Plan for Vocational Education, refers to persons who have academic, social, economic, or cultural handicaps which prevent them from succeeding in regular vocational programs. This classification includes persons whose need for extra educational assistance is a result of poverty, neglect, delinquency, or cultural and linguistic isolation from the community at large; it does not include physically or mentally handicapped persons unless they are also affected by the other handicaps listed above.

The Aides to Career Education (A.C.E.) Program was implemented in the Los Angeles Unified School District as a Vocational Education Amendments Part A Project in December, 1972. The purpose of the ACE Program was to provide assistance to disadvantaged students in vocational education courses by employing instructional aides to assist in improving the educational performance and in enhancing the employment potential of disadvantaged students. Through the extra assistance received from instructional aides, disadvantaged vocational students were to benefit by developing positive attitudes toward their education and employment outlook, more cooperative behavior with teachers and peers, and pride in the quality of their course work, efficiency in completing assigned tasks, and improved attendance.

During its first year in 1972-73 the A.C.E. Program was funded as a VEA Part A project. The program started its second year in October, 1973, with funding from VEA Part B. The subsequent group of aides starting in February, 1974, were funded by VEA Part A.

PROGRAM IMPLEMENTATION

Initial Planning

The Los Angeles Unified School District has numerous aide classifications and includes 53 high schools; therefore, initial goals in planning the 1972 program were to determine the class of aides to be hired and the schools to receive aides. Supervisors and teachers expressed interest in employing aides who were subject field specialists. The title selected was Instructional Aide because it required expertise in a given field.

The following high schools were chosen to participate during 1972-73: Banning, Belmont, Crenshaw, Dorsey, Fremont, Garfield, Jefferson, Jordan, Lincoln, Locke, Roosevelt, San Fernando, Washington, and Wilson. School selection was based on criteria for designation as a target school under the Elementary and Secondary Education Act. Regional Occupational Centers (ROC) also included in the project were Central City, East Los Angeles, Harbor, North Valley, and West Valley. The typical high school and ROC have the following vocational departments: Agriculture, Business, Health Occupations, Home Economics, and Industrial Education.

Implementation

The first step in implementing the program was to receive administrative approval from area superintendents and to notify school principals and department chairmen of the instructional aide allocation to their schools. The prospective aides were identified by one of two methods.

The department chairmen and their staffs were asked to identify former students who possessed the necessary skills to serve in a specific field. If the school did not identify individuals, the project coordinator assisted by recruiting and referring prospective aides to schools.

During the first year of operation, the senior high schools and occupational centers recruited 76 percent of the aides employed. The remainder were recruited by staff of the Office of Programs for the Disadvantaged in Vocational Education from state colleges, universities, and community colleges. The first group of 30 A.C.E. aides was given preservice training in December, 1972, for five days. Information on the following topics was provided: school administration, counseling, career advisement, work experience coordination, classified staffing, regional occupation programs, audio-visual techniques, and program accountability. District and State Department of Education vocational personnel made presentations to the instructional aides on these topics. Two additional groups of aides were provided preservice training in January and February of 1973. By Spring, 1973, the number of schools was increased from 14 to 21.

The second year of operation began in October of 1973. The number of participating schools increased from 21 to 28. In January, 1974, the program was expanded to all fifty regular secondary schools in the district. Vocational department chairmen were notified of their allocation and preservice workshops was provided to orient new aides.

Inservice Education

Workshops were held on a monthly basis beginning in December, 1972. The purpose of the workshops were two-fold: the development of skills of the instructional aides, and the acquisition of feedback about the program. Topics presented included techniques for motivating and working with students and

specific information on the various vocational areas. Workshops were held in one central location during the 1972-73 school year. To alleviate transportation problems and to provide smaller group size, area workshops were held for valley, south, and central schools during the 1973-74 school year. Lectures and small-group discussion techniques were used in the workshops; occasionally, groups met according to vocational subject areas.

Handbook

In Spring, 1973, teachers and aides prepared a handbook to provide information on the intent and operation of the A.C.E. Program. The A.C.E. Program handbook was utilized extensively by aides, teachers, and administrators during the 1973-74 school year. Sections on community agencies, teacher/aide relationships, and a bibliography were added in an updated version for 1974-75.

Advisory Committee:

In the Fall of 1973 an advisory committee was formed for Programs for the Disadvantaged in Vocational Education, including members from both the public and private sectors of the community. Institutions represented included the Employment Development Department, Rockwell International, Pacific Telephone Company and the Department of Public Social Services. Also serving were representatives from the school district, including one administrative coordinator, one principal, two teachers and two students. The committee was enthusiastic and provided invaluable input for improvement of the A.C.E. program.

The advisory committee met three times during the 1973-74 school year, reviewed the ongoing program intensively, and recommended the following: that aides serve an entire school year, that the number of aides be increased, and that the follow-up be conducted on students who received assistance to determine the impact of the program.

EVALUATION PROCEDURE

The evaluation of the 1973-74 Aides to Career Education Program was conducted in three areas: (1) analysis of quantitative data; (2) administration of questionnaires to certificated, classified, and student personnel; and (3) onsite visitations by project administrators.

Analysis of Quantitative Data

Quantitative data relating to the grade level of students, type of disadvantage, means of verifying disadvantage, and degree of success were accumulated by A.C.E. aides on program data sheets. These data were summarized and tabulated.

In addition a random sample of A.C.E. aides completed an aide profile questionnaire. Data from these questionnaires provided an overview of the aide population.

Questionnaires

During the Spring, 1974, semester an external assessment program was implemented. Questionnaires were administered to A.C.E. aides, teachers, school administrators, vocational education supervisors, and students in a posttest-only design. The questionnaires were designed to gather data from the above mentioned respondents relating to the effectiveness of the program in meeting its goals of improving the educational performance and enhancing the employment potential of students assisted.

Rating scale items were analyed and presented in frequency distributions, and median ratings were calculated. Responses to open-ended questionnaire items were categorized and presented in frequency distributions

On-site Visitations

A vital part of the ACE Program's ongoing evaluation involved on-site visitation of the instructional aides. The visitations enabled the coordinator and program consultant to monitor such aspects of the program as aide-student relationships and the duties performed by the aides. Feedback was also obtained from the administrators and teachers as to the effectiveness of the program.

FINDINGS

Analysis of Quantitative Data

Analysis of program data sheets revealed that 4025 disadvantaged secondary students were served by instructional aides from the A.C.E. program (see Table 1). This form also yielded data on how students were identified as disadvantaged (see Table 2).

Table I

Students Served by A.C.E. Program

Grade Level	N
7	1[illegible]
8	16
9	60
10	1180
11	1083
12	1098
ROC	267
Ungraded	321
Total	4025

Table 1 is based on Form 5.

Table 2

Identification of A.C.E. Students

Type of Disadvantage	N*
Academic	2743
Social	1290
Economic	551
Cultural	528
Other	510

Type of Verification	N
Cumulative Record	775
Attendance Record	874
Vice Principal's Record	162
Teacher's Rollbook	3290
Other	385

*Duplicated count
Table 2 is based on Form 5.

Teachers and aides were also asked to assess the results of the program on individual students. Their responses indicated that results with more than 80% of the students were positive (see Table 3).

Table 3

Staff Evaluation of A.C.E. Program
Effectiveness with Individual Students

Type of Results Reported with Students	N	%
Positive Result	2426	82%
Negative Result	325	11%
Other	211	7%

Table 3 is based on Form 5.

A random sample of A.C.E. aides completed an aide profile questionnaire (see table 4). The majority of A.C.E. aides were continuing with some form of postsecondary education while working with the program.

Table 4

Profile of A.C.E. Aides

Characteristic	N	Median
Sex		
Male	32	
Female	44	
Marital Status		
Married	20	
Single	56	
Mean dependents / A.C.E. aide .79		
Age - range : 17 to 65 years		23.0
Highest grade attained		
Less than 12th grade	3	
12th Grade	43	
Jr. college (a.a. - 8)	16	
4 yr. college (B.A. or B.S. - 12)	14	
R.O.C. (inc. with 12th grade educ.)	6	
Number currently enrolled in postseconday education	47	

N = 76

Table 4 is based on Form 7.

Analysis of Questionnaire Data

In April, 1974, questionnaires were distributed to the 310 A.C.E. aides; completed forms were returned by 209 respondents. A.C.E. aides were asked to rank the major activities they performed in order of the amount of time devoted to each. Analysis of the rankings indicated that the major tasks performed by the aides related to assistance in vocational and academic skills (see Table 5). According to project guidelines, supportive tasks, such as clerical duties and preparation of instructional materials, were to be secondary to direct assist-

ance to students. The ranking of most respondents indicated compliance with these guidelines.

Table 5

Ranking of Amount of Time Devoted to A.C.E. Aide Activities

ACTIVITY (rearranged in rank order)	FREQUENCY Devoted most time 1	2	3	4	Devoted less time 5	6	7	MEDIAN RANK
Providing vocational skills assistance to students individually and in small groups	80	27	14	11	4	4	0	1.4
Providing academic assistance to students individually and in small groups	25	41	27	20	17	4	1	2.5
Assisting students in attaining positive attitudes toward education	10	28	52	29	16	3	0	3.1
Preparing instructional materials	17	25	25	48	19	7	0	3.6
Clerical duties	12	16	17	21	51	17	2	4.5
Communication with parents and other district personnel	3	2	2	8	21	90	0	6.8

N = 183

Table 5 is based on Form 1.

Aides were also asked to rate other aspects of the program. Median ratings of most aspects of the program were positive, ranging from 3.2 to 3.9 on a scale from 1 (low) to 4 (high), despite recommendations for improvement in many of these aspects on open-ended questionnaire items (see Table 6). The median rating of the method used to identify disadvantaged stuuents was 2.9, indicating some concern in this area.

Table 6

Aide Ratings of A.C.E. Program

ITEM	FREQUENCY					MEDIAN
	Doesn't Apply	Poor			Excellent	
	0	1	2	3	4	
Rate the following aspects of the program						
The teacher's understanding of your role	6	8	24	49	122	3.7
The teacher's acceptance of you in the classroom	6	6	7	27	163	3.9
Your work schedule	5	1	18	58	127	3.7
Number of hours / week budgeted	8	16	29	71	85	3.3
Method used to identify disadvantaged students you work with	13	19	48	84	45	2.9
Overall adequacy of inservice education	9	4	30	100	66	3.2

Table 6 is based on Form 1. N = 209

Aides also completed open-ended questionnaire items relating to in-service education needs, contributions of the program, and recommendations for improving the program. Several major contributions of the program were identified by aide respondents. Most related to the program goals of providing vocational and academic help to students (see Table 7).

Table 7

Comments of A.C.E. Aides

ITEM	Categorized Comments	FREQUENCY*
What do you feel are the major contributions this program has made?	Individual help for students	72
	Helping students keep up	33
	Providing more time for the teachers to teach	32
	Motivating students	25
	Relating to students	18
How could the program be improved?	Improve the teacher's understanding of the aide's role	58
	Provide more hours/day and days/year	57
	Increase the number of aides	8
What type of inservice education would be of most benefit to you at this time?	Workshops which involve both aides and teachers	30
	Provide workshops for the different subject areas	26
	Techniques for motivating students	16
	Provide opportunities for group discussion	12
	Techniques for working with disadvantaged students	10
	Provide assistance with instructional techniques	9
	Continue the same type of inservice education	9
	Techniques for coping with student attendance problems	5

N = 209

*Duplicated count
Table 7 is based on Form 1.

A number of areas of concern arose among recommendations for improving the program which were mentioned by aide respondents (see Table 7). These areas of concern did not appear to be consistent with ratings of aspects of the program as presented in Table 6. A significant number of respondents indicated that teachers needed more clarification of the scope and limitations of the aides' assignments. A similar number of respondents indicated a need for increasing the number of hours and days budgeted for A.C.E. aides.

Two major needs for further inservice education emerged - - the need for workshops which involved both aides and teachers, and the need for separate workshops or sessions designed for the various subject areas within vocational or career education (see Table 7).

Questionnaires were administered in April, 1974, to each of the 310 teachers to whom an A.C.E. aide was assigned. Median teacher ratings by the 157 respondents of selected aspects of the program ranged from 3.2 to 3.9 on a scale from 1 (low) to 4 (high) (see Table 8), indicating that teachers were well satisfied with the program.

Teachers were also asked to rate the adequacy of their A.C.E. aides in a number of areas. Median ratings by teachers ranged from 3.5 to 3.8 on a scale from 1 (low) to 4 (high) (see Table 9), indicating again that teachers were generally pleased with the quality of the aides.

Teachers responded to open-ended questionnaire items relating to contributions of the A.C.E. program, recommendations for improving the program, and further needs for inservice education. Most frequently mentioned as contributions to the program were individual assistance to students, particularly the slower ones, and the release of the teacher for providing increased instruction (see Table 10). These were similar to those mentioned by A.C.E. aides.

Table 8

Teacher Ratings of A.C.E. Program

ITEM	FREQUENCY					MEDIAN
How effective was your aide in:	Doesn't Apply	Very Ineffective			Very Effective	
	0	1	2	3	4	
Providing assistance in vocational skills to students individually and in small groups	2	1	4	50	100	3.7
Providing assistance in academic skills to students individually and in small groups	33	2	7	73	42	3.2
Preparing instructional materials	35	2	6	46	68	3.6
Assisting students in attaining positive attitudes toward education	10	3	5	68	71	3.5
Communicating with parents and other district personnel	76	2	6	44	29	3.2
Dealing with discipline - related situations	50	7	6	56	38	3.2
Maintaining positive interpersonal relationships with you	3	0	4	28	122	3.9
Informing teachers and other school staff members about program goals and the role of ACE aides.	47	1	15	49	45	3.3

N = 157

Table 8 is based on Form 2.

Table 9

Teacher Ratings of A.C.E. Aides

ITEM	FREQUENCY					MEDIAN
	Doesn't Apply	Inadequate		Adequate		
	0	1	2	3	4	
Please rate the adequacy of your aide in the following areas:						
Content background and skills in your subject area	0	3	6	56	92	3.6
General academic skills	6	1	5	68	77	3.5
Willingness to accept responsibility	13	1	0	14	41	3.8
Reliability of attendance	13	3	1	9	43	3.8
Punctuality	13	2	2	9	44	3.8
Maturity	13	1	0	17	38	3.8
Appearance	13	1	3	13	40	3.8

N = 157

Table 9 is based on Form 2.

Table 10

Teacher Comments

ITEM	CATEGORIZED COMMENTS	FREQUENCY*
What are the major contributions of this program to your instructional situation?	Individual assistance to students	62
	Assistance to slower students	38
	Release teacher for more teaching	37
	Encouragement for students	10
	Rapport with students	6
	Development of instructional materials	6
	Suspension of students	5
	Recordkeeping	4
How could the Aides to Career Education Program be improved?	Increased number of hours for aides	27
	Increased number of aides	20
	No improvement needed	11
	Assign aides earlier in school year	10
	Continue aide assignments to end of school year	9
	Screen aides more carefully	7
	Relay guidelines for use of aides	6
What type of inservice education would be of most benefit to your aide at this time?	No inservice education needed	24
	Content skills in vocational subject areas	21
	Management of behavior problems	10
	Teaching techniques	6
	Use of Audio Visual equipment	6

What assistance can the program provide to you to help you work more effectively with your aide?

49* Workshops

If so, do you prefer weekday afternnon? 22 or Saturday? 8

48* A Handbook

13* Individual consultation with program administration

65* No assistance needed

3* Other

N = 157

*Duplicated count
Table 10 is based on Form 2.

Teachers also concurred with A.C.E. aides in their most frequently mentioned recommendations for improving the program. They were most interested in increasing the number of hours budgeted for each aide and the number of aides assigned (see Table 10). They also recommended that the assignment of aides extend from the opening day to the closing day of school.

Among responses of teachers who commented on the inservice education needs of A.C.E. aides, the most frequent comment indicated that none was needed (see Table 10). Among those comments which did identify inservice needs, vocational skills and classroom behavior management were most frequently mentioned.

When teachers were asked how the program could help them work more effectively with their aides, the most frequent response was that no assistance was needed (see Table 10). This view contrasted significantly with the aides' frequent mention of the need for role clarification and joint workshops for aides and teachers. Workshops, preferably held on weekday afternoons, and a handbook were frequently identified as methods for assisting teachers in working more effectively with their aides,

Questionnaires were distributed to principals in the 56 schools where A.C.E. aides were assigned during the 1973-74 school year. Questionnaires were returned by 52 respondents; some were completed by administrative personnel other than the principal. Major contributions of the program identified by administrators were similar to those mentioned by aide and teacher respondents — individual help for students and releasing the teacher to provide more instruction (see Table 11).

Administrator recommendations for improving the program included increasing the number of hours provided for aides and the number of aides assigned (see Table 11). Almost all of the respondents reported that no significant administrative problems had arisen as a result of the program. Although many felt

that no further inservice education was needed, several recommended an orientation procedure, additional vocational training, and joint training of teachers and aides. Most administrator respondents reported a need for additional A.C.E. aides.

Table 11

Administrator Comments

ITEM	CATEGORIZED COMMENTS	FREQUENCY*
What are the major contributions of this program to the vocational education efforts in your schools department?	Individual help	31
	Releasing teacher for teaching	15
	Assistance to slower students	4
	Improved job skills	2
How could the Aides to Career Education program be improved?	Additional aides	9
	Provide additional hours	8
	Increase inservice education	7
	Assign aides early in the year	4
	Clarify the role of the aide	3
	Improve communication with the school principal	2
What administrative problems, if any, have resulted from the ACE Program in your school?	No problems encountered	43
	Preparation of payroll	4
	Limitation on hours for aides	2
What needs for further inservice education for the aides in your school/department have you noted?	No needs noted	18
	Orientation	6
	Vocational training	6
	Joint training of teacher and aide	5

Is there a need for increasing the number of aides in the vocational program at your school?

Yes 38 No 10

If so, in what subject area(s)

Industrial Arts 16	All subject areas 6	Nursery school 2
Business Education 11	Fine arts 3	
Home Economics 6	Agriculture 2	

*Duplicated count N = 52

Table 11 is based on Form 3.

Administrator ratings of selected aspects of the program ranged from 2.9 to 3.5 on a scale from 1 (low) to 4 (high) (see Table 12). Communication between the program and school staffs and parents seemed to be an area of concern.

Questionnaires were distributed to the six district vocational education supervisors. Two completed questionnaires were returned. Responses to open-ended items indicated some problems with communication between the program and vocational education supervisors (see Table 13).

A random sample of five students working with each A.C.E. aide was selected in order to evaluate student feelings about the effectiveness of the program. Questionnaires were completed and returned by 725 of the 1500 students to whom they were distributed. Median student ratings of selected aspects of the program ranged from 3.7 to 3.9 on a scale from 1 (low) to 4 (high) (see Table 14). A significant number of students responded "does not apply" to the item relating to academic assistance, indicating their perception that most assistance was in vocational and interpersonal areas. This was also indicated in their responses to an open-ended item relating to the type of assistance received from A.C.E. aide (see Table 15). Most identified vocational skills as an area of assistance received from the aide; a much smaller proportion mentioned academic skills.

Most student recommendations for improving the A.C.E. program related to increasing the number of hours budgeted for aides and the number of aides assigned (see Table 15). Some students recommended improvement of aide skills in interpersonal relations.

Table 12

Administrator and Staff Ratings

ITEM	FREQUENCY					MEDIAN
	Doesn't Apply	Very Ineffective			Very Effective	
	0	1	2	3	4	
How effective do you feel the program was in:						
Providing vocational skills assistance to students individually and in small groups	2	0	4	21	25	3.5
Providing academic assistance to students individually and in small groups	6	4	1	25	16	3.2
Reducing incidence of discipline problems	9	3	2	23	15	3.2
Improving communication with parents and other district personnel	20	5	3	19	5	2.9
Informing teachers and other school staff members about program goals and the role of ACE aides	14	5	8	16	9	2.9

N = 52

Table 12 is based on Form 3.

Table 13

Comments of Vocational Education Supervisors

ITEM		FREQUENCY
How did the A.C.E. program effect communication with your office?	To a limited degree	2
How could this communication be improved?	Involve supervisors in program planning and implementation	2
How have aides from the A.C.E. program contributed to the effectiveness of instruction	Assistance to teachers; degree of program effectiveness not apparent at this time	2
How could the A.C.E. program be improved?	Clarify role of aides	2
	Screen aides more carefully	1
	Clarify term "vocationally disadvantaged	1

N = 2

Table 13 is based on Form 6.

Table 14

Student Ratings of A.C.E. Program

ITEM	FREQUENCY					MEDIAN
	Doesn't Apply 0	Not Effective 1	2	3	Very Effective 4	
How effective was the A.C.E. aide in:						
Helping you and other students in your class	10	2	18	158	537	3.8
Getting along with you and other students in your class	9	12	18	305	581	3.9
Helping you improve in vocational skills	52	10	47	171	445	3.7
Helping you improve in reading and/or math skills in the vocational class	283	15	39	127	261	3.7

N = 725

Table 14 is based on Form 4.

Table 15

Student Comments

ITEM	CATEGORIZED COMMENTS	FREQUENCY*
What kind of assistance did you receive from the A.C.E. aide?	Help with vocational learning problems	605
	Help with study skills	55
	Someone to talk to	42
	Help in catching up	29
	Aide was patient	19
	Helped the teacher	9
	Advice on getting a job	8
	Help with equipment and machinery	6
	Encouragement	5
	No help at all	13
How could the A.C.E. aide be of more help to you?	Help provided was very satisfactory	219
	Aide should be there longer	148
	Increase the number of aides	25
	Be more helpful	22
	Provide better explanations	20
	Aide should be more patient and relate better	17
	Aide should have better control of subject matter	16
	"By helping me make the meanest, fastest, most powerful Ford truck in the world."	1

N = 725

*Duplicated count
Table 15 is based on Form 4.

CONCLUSIONS

On the basis of findings from data analyzed, the following conclusions were drawn:

The program was effective in increasing individual assistance to disadvantaged students in vocational and academic areas; teachers were also released from noninstructional duties so that they could give more attention to student needs.

The program had a generally positive effect on the students it served.

The utilization of aides was in compliance with program guidelines which required that the bulk of their efforts be directed toward assisting students.

Inservice education was generally effective. Lack of teacher involvement and the generalist nature of sessions were problem areas.

The scope and limitations of the role of A.C.E. aides were not always clear to teachers, administrators, and vocational education supervisors.

The number of hours assigned to each aide and the number of aides assigned to each school were inadequate to meet student needs. In addition aides were not assigned early enough in the school year, and their assignments terminated before the end of the school year.

RECOMMENDATIONS

The following recommendations for improving the Aides to Career Education Program are based on findings from data analyzed:

The scope and limitations of the role of the A.C.E. aide should be clearly communicated to teachers, administrators, and vocational education supervisors by the A.C.E. administrative staff.

Inservice education should involve teachers. Sessions should be conducted on weekday afternoons and be organized according to subject areas. Increased attention should be given to classroom behavior management.

Aides should be reassigned to the same school each year for continuity. Where this is not possible, new aides should be well oriented to their schools.

Communication between A.C.E. administrative staff and teachers, administrators, and vocational education supervisors should be substantially increased and improved.

Aides should be assigned all day from the first day to the last day of school. The number of aides assigned should be increased.

APPENDIX

Form 1	Aide Questionnaire
Form 2	Teacher Questionnaire
Form 3	Administrator and Staff Questionnaire
Form 4	Student Questionnaire
Form 5	Program Data-Aides to Career Education Program
Form 6	Supervisors of Vocational Education Questionnaire
Form 7	Aide Profile

LOS ANGELES UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH

Aides to Career Education Program

AIDE QUESTIONNAIRE

Please help us evaluate the ACE Program by completing this questionnaire.

Check one: _____ Agriculture _____ Health Occupations _____ Industrial Education

_____ Business _____ Home Economics

1. Please rank the following activities from 1 to 6 according to the amount of time you devote to each. Assign rank 1 to the activity you spend the most time on, rank 2 to the next, and so on.

   _____ Communicating with parents and other district personnel

   _____ Providing vocational skills assistance to students individually and in small groups

   _____ Clerical duties

   _____ Assisting students in attaining positive attitudes toward education

   _____ Providing academic assistance to students individually and in small groups

   _____ Preparing instructional materials

   _____ Other _____
   specify

   Rate the following aspects of the program by circling the appropriate number.

		Doesn't Apply	Poor			Excellent
2.	The teacher's understanding of your role	0	1	2	3	4
3.	The teacher's acceptance of you in the classroom	0	1	2	3	4
4.	Your work schedule	0	1	2	3	4
5.	Number of hours / week budgeted	0	1	2	3	4
6.	Method used to identify disadvantaged students you work with	0	1	2	3	4
7.	Overall adequacy of inservice education	0	1	2	3	4

8. What type of inservice education would be of most benefit to you at this time? _____

_____

_____

9. What do you feel are the major contributions this program has made? ____

_____

_____

_____

10. How could the program be improved? _____

_____

_____

Using School Mail
please return immediately to: Dr. Alan Crawford
Research and Evaluation Branch, Room G265
450 N. Grand
Los Angeles, CA 90051

LOS ANGELES UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH

Aides to Career Education Program

TEACHER QUESTIONNAIRE

Check one: _____ Agriculture _____ Health Occupations _____ Industrial Education

_____ Business _____ Home Economics

Please rate the effectiveness of your aide in the following areas by circling the appropriate number.

How effective was your aide in:	Doesn't Apply	Very Ineffective			Very Effective
1. Providing assistance in vocational skills to students individually and in small groups	0	1	2	3	4
2. Providing assistance in academic skills to students individually and in small groups	0	1	2	3	4
3. Preparing instructional materials	0	1	2	3	4
4. Assisting students in attaining positive attitudes toward education	0	1	2	3	4
5. Communicating with parents and other district personnel	0	1	2	3	4
6. Dealing with discipline - related situations	0	1	2	3	4
7. Maintaining positive interpersonal relationships with you	0	1	2	3	4
8. Informing teachers and other school staff members about program goals and the role of ACE aides.	0	1	2	3	4

Please rate the adequacy of your aide in the following areas:	Doesn't Apply	Inadequate			Adequate
9. Content background and skills in your subject area	0	1	2	3	4
10. General academic skills	0	1	2	3	4

		Doesn't Apply	Indequate			Adequate
11.	Willingness to accept responsibility	0	1	2	3	4
12.	Reliability of attendance	0	1	2	3	4
13.	Punctuality	0	1	2	3	4
14.	Maturity	0	1	2	3	4
15.	Appearance	0	1	2	3	4

16. What assistance can the program provide to you to help you work more effectively with your aide? (Check all that apply)

_____ Workshops
If so, do you prefer weekday, afternoon or Saturday? (circle one)
_____ A handbook
_____ Individual consultation with program administration
_____ No assistance needed
_____ Other _____
specify

17. What type of inservice education would be of most benefit to your aide at this time? _____

_____

_____

18. What are the major contributions of this program to your instructional situation?

_____

_____

_____

19. How could the Aides to Career Education Program be improved? _____

_____

_____

_____

LOS ANGELES UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH

Aides to Career Education Program

ADMINISTRATOR AND STAFF QUESTIONNAIRE

Check one: _____ Principal --- How many ACE aides are working in your school? _____

_____ Vice-Principal

_____ Department Chairman -- How many ACE aides are working in your department? _____

_____ Other _____
specify

Please help us evaluate the Aides to Career Education Program by circling the appropriate number in the items below.

How effective do you feel the program was in:	Doesn't Apply	Very Ineffective			Very Effective
1. Providing vocational skills assistance to students individually and in small groups	0	1	2	3	4
2. Providing academic assistance to students individually and in small groups	0	1	2	3	4
3. Reducing incidence of discipline problems	0	1	2	3	4
4. Improving communication with parents and other district personnel	0	1	2	3	4
5. Informing teachers and other school staff members about program goals and the role of ACE aides	0	1	2	3	4

6. What administrative problems, if any, have resulted from the ACE Program in your school? _____

_____

7. Is there a need for increasing the number of aides in the vocational program at your school? _____ If so, in what subject area(s)? _____

_____

8. What needs for further inservice education for the aides in your school/department have you noted? _____

_____

9. What are the major contributions of this program to the vocational education efforts in your school / department? _____

_____

_____

10. How could the Aides to Career Education program be improved? _____

_____

_____

_____

LOS ANGELES UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH

Aides to Career Education Program

STUDENT QUESTIONNAIRE

During the school year an instructional aide from the A.C.E. Program has helped the teacher and worked in your class. We are interested in what you think about this program. Please help us by answering these questions.

What kind of a class are you in? (check one)

_____ Agriculture _____ Health Occupations _____ Industrial Education

_____ Business _____ Home Economics _____ Other _____ (specify)

How effective was the A.C.E. aide in:

	Doesn't Apply	Not Effective			Very Effective
1. Helping you and other students in your class	0	1	2	3	4
2. Getting along with you and other students in your class	0	1	2	3	4
3. Helping you improve in vocational skills	0	1	2	3	4
4. Helping you improve in reading and/or math skills in the vocational class	0	1	2	3	4

What kind of assistance did you receive from the A.C.E. aide? _____

_____

_____

_____

How could the A.C.E. aide be of more help to you? _____

_____

_____

_____

_____

PROGRAM DATA SHEETS-AIDES TO CAREER EDUCATION PROGRAM

(due the first of each month)

Course Title: _____

_____

Student Last Name, First Name	Student's Counselor (N/A to ROC centers)	Grade: 10, 11, or 12 (N/A to ROC centers)	Type of Disadvantage: Academic	Social	Economic	Cultural	Other:*		Type of Verification: Cumulative Records	Attendance Records	V.P. Records	Teacher's Rollbook	Other*		RESULTS: Positive	Negative	Neutral	Other:*
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
9.																		
10.																		

Comments on individual students may be entered on reverse side.

*If Other is used please explain on reverse side.

See Pages 10-13 of ACE Program Handbook for description of disadvantage categories, or call 687-4717 if you have questions.

Return through School Mail to:
SANTIAGO JACKSON
CENTRAL OFFICE
H256

Complete This Section

Instr. Aide's Name: _____

Instructor's Signature: _____

School: _____

Month: _____

Form 5

LOS ANGELES UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH

Aides to Career Education Programs

SUPERVISORS OF VOCATIONAL EDUCATION QUESTIONNAIRE

Please help us evaluate the A.C.E. program by completing this questionnaire. Thank you.

1. How did the A.C.E. program effect communication with your office?

_____

_____

_____

2. How could this communication be improved? _____

_____

_____

_____

3. How have aides from the A.C.E. program contributed to the effectiveness of instruction in your subject area?

_____

_____

_____

4. How could the A.C.E. program be improved? _____

_____

_____

_____

Los Angeles Unified School District
AIDES TO CAREER EDUCATION PROGRAM

AIDE PROFILE

(when possible, circle correct answer.)

NAME:_____ EMPLOYED AT._____

SEX: M F AGE_____ MARITAL STATUS: MARRIED SINGLE

DEPENDENTS: BOYS_____ GIRLS_____
AGES_____ AGES_____

EDUCATION
Attended secondary school in (city)_____.

Highest grade achieved: 1 2 3 4 5 6 7 8 9 10 11 12
Collegiate (years): 1 2 3 4
ROC Center (years): 1 2 3

Currently attending an educational institution? YES NO
If yes, major field_____.

Degrees Achieved: AA BA MA

Journeyman or Licence in (field)_____.

PRACTICAL EXPERIENCE:
Have you been employed in a position related to your current aide position? YES NO
If yes, title of position_____.
How long were you employed?_____.

Are you currently employed in another job in addition to your aide position? YES NO
If yes, title of position_____.

ARMED FORCES
Did you serve in the armed forces? YES NO
If yes which branch?_____.

HOBBIES
_____

_____

How did you hear about the aide position?
High school contact_____
College employment office_____
Through an acquaintance_____
Other_____

over
Do you live within (circle one) 2 4 6 8 10 10 miles from the school where you work?

Form 7